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ABSTRACT

The recruitment booklet is the result of team efforts of a committee to develop working materials which may be utilized for an adult education recruitment program in the local school systems. Each team member individually developed recruitment concepts, which were combined to form a guide. The report is divided into five parts: (1) a statement of the problem and rationale; (2) the effective use of recruitment personnel; (3) the recruitment of adults in low-income areas; (4) the effective use of State, Federal, city, and private agencies in the recruitment of adults for adult education programs; and (5) the recruitment of illiterate adults through the use of volunteers, civic organizations, teacher corps, etc. Specific objectives and activities are given for each in order that the reader may select those appropriate to program needs. Appended are sample forms and specific information related to Louisiana parishes. (Author/AJ)

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Bulletin No. 1256

SUGGESTIONS FOR RECRUITMENT OF ADULT EDUCATION STUDENTS IN LOUISIANA PARISHES

Bureau of Adult and Community Education
LaVerne P. Knotts, State Director

Edited by
Marie A. Meno, State Supervisor

Division of Community Services
Jesse N. Stone, Assistant Superintendent

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PREFACE

TO THE READER:

This recruitment booklet is the result of team efforts of a committee to develop working materials which may be utilized for a recruitment program in each local school system. It was the intention that each member of the team would individually develop adult education recruitment concepts. The completed package would then be shared with local adult education administrators so that each would have a recruitment guide to implement whatever may be applicable within the local education program. It is important to note that each section and subsection may be utilized for pre- and in-service training for adult education personnel in adult education programs.

This report is divided into five (5) parts with specific objectives and activities given for each in order that the user may select those objectives and activities in recruitment as related to the program needs.

ACKNOWLEDGMENTS

This report was prepared by a committee of Adult Education administrators selected from throughout the State of Louisiana, and edited by Mrs. Marie A. Meno.

Members of the committee are:

Chairman: Mrs. Marie A. Meno, State Department of Education
Co-chairman: Mr. Jimmie Ellis, Supervisor of Adult Education, Jefferson Parish
Consultant: Mr. C. C. Couvillion, State Department of Education
Ex-Officio Member to the Committee: Mrs. LaVerne P. Knotts, State Director of Adult Education
Mr. Robert Arceneaux, Supervisor of Adult Education, Lafayette Parish
Mr. George Bertrand, Supervisor of Adult Education, Acadia Parish
Mr. Clay Brock, Supervisor of Adult Education, Bossier Parish
Mr. Steward G. Collins, Supervisor of Adult Education, DeSoto Parish
Mr. Joseph Cornelius, Adult Education Specialist, Rosenwald Community School, East Baton Rouge Parish
Mr. Aaron Flegeance, Supervisor of Adult Education, St. Martin Parish
Mr. E. C. Fuller, Coordinator of Adult Education, Caddo Parish
Mr. Ervin A. Johnson, Supervisor of Adult Education, Beauregard Parish

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I. STATEMENT OF THE PROBLEM AND RATIONALE

Louisiana's total population, according to the 1970 census report, is 3,643,180. The total adult population, based on the number of adults 25 years of age and older, is 1,809,914 of which 1,046,551 have less than a high school education. This constitutes 57.8 per cent of the total adult population. There are 135,765 adults 18-24 years of age without a high school education. Thus, the total number of adults 18 years old and over with less than 12 years of schooling is 1,182,316. (See Attachment E, p. 45)

The 1970-71 report from the State Department of Education's School Attendance Section illustrated the extent of the high school dropout problem. There were 18,941 students reported by parish visiting teachers as high school dropouts for the 1970-71 school year. Of this number, 50 per cent were white and 50 per cent were black.

According to the State School Attendance Report for 1970-71, dropouts occur at all age levels. However, the report indicates that at age 16 the greatest number of dropouts occurred for both races during this school year. The number one reason for dropping out of school was "dislike of school experiences."

A. Related Problem

In Louisiana, we are reaching less than 2 per cent of those adults who are eligible to attend adult education classes.

Even though a large number of undereducated adults are unable to participate in the Adult Education Program because of old age, physical handicaps, emotional handicaps, poor health and other factors related to domestic problems, economic problems, transportation problems, and work schedule, the fact still remains that approximately 13.1 per cent of Louisiana's adult population 25 years old and above have less than a fifth grade education, thus ranking the state at the bottom of the list in adult literacy in comparison to other states in the Union.

Therefore, there is a need for new methods in the recruitment of illiterate adults, and the cooperation of all agencies and human services personnel to channel more illiterate and functional illiterate adults into adult education programs.

Thus, the purpose of this report is to supplement or strengthen the methods and techniques presently being used by local adult education personnel to recruit adult students into parish adult education programs.

B. General Objectives

1. To decrease functional illiteracy in the State of Louisiana by recruiting, enrolling and upgrading 2 per cent of the eligible adults who are functioning at the fourth grade level or below in the Adult Education Program each year.
2. To organize recruitment programs structured according to specific areas with assistance from the state level upon the request of each local school system.
3. To provide information which will assist adult education

personnel in the development and maintenance of effective recruitment programs which will reach approximately 35,000 of those adults eligible for the program in each parish during FY '74, and approximately 40,000 of those eligible adults during FY '75, as indicated by monthly reports submitted by the parishes.

4. To promote coordination of efforts with city, parish, state, federal and private agencies in the recruitment of adult students for the Adult Education Program.

C. Activity Objectives

The Bureau of Adult Education will seek to focus upon the foregoing mentioned objectives through these activities:

1. Bureau of Adult Education will distribute copies of this report to the 66 local school systems.
2. Local Adult Education personnel will utilize selected information in this report to be used during in-service adult education workshops conducted at the local level. (See Attachment A, p. 25.)
3. Adult Education personnel will select specific segments of this recruitment report to be utilized as the information may relate to the particular situation.

D. Evaluation

1. Teacher's Monthly Reports
2. Monthly Report and Request for Reimbursement
3. Annual Program Reports
4. Teacher's Annual Evaluation Report
5. Supervisory visits

II. EFFECTIVE USE OF RECRUITMENT PERSONNEL

Mr. Jimmie Ellis - Mr. Ervin Johnson

A. Specific Objectives

1. The Supervisor of Adult Education will hire recruiters who are knowledgeable about the Adult Education Program.
2. The Adult Education recruitment personnel will become familiar with the Adult Education Program by participating in pre-service or in-service Adult Education workshops conducted at the state and/or local level.
3. The recruiter will identify the primary recruiting areas and establish recruiting procedures.
4. The recruiter will set up and maintain a prospective list of students.
5. The Director or Supervisor of Adult Education will be knowledgeable of and maintain control of the recruiting program at all times.

B. Type of Personnel to be Used as Recruiters

1. The person should be knowledgeable of the Adult Education Program. That is, he should be able to answer questions concerning age requirements, course content, hours of attendance; explain the value of the equivalency diploma, etc. It has been found that the best people to use as recruiters are persons already involved in the Adult Education Program as part-time teachers or G.E.D. graduates.

2. The person should have a genuine interest in the program and in the people he is recruiting. He cannot do recruiting simply for the pay he receives, but must become involved.
3. He must be able to create a rapport with the prospective students and speak to them on their own level and not as a superior. Again, to reiterate, the best type of recruiter is one who has done an excellent job as a teacher, paraprofessional or G.E.D. graduate in the Adult Education Program.

C. Activities

Any method devised for the use of a recruiter should be done with this thought in mind--to get the most coverage in terms of numbers and effectiveness for the dollar spent.

The following are some ways that have proven to be effective:

1. Distribution of leaflets (See Attachment D, p. 37).

In order for a leaflet type campaign to be effective some planning must be done before the distribution is initiated. The person in charge must look at the target area and ascertain the following facts:

a. Are there any areas where the target population is concentrated?
b. Are there any centers of distribution such as supermarkets, or other business establishments, that will serve as an outlet to distribute the leaflets in the desired areas?

c. The recruiter must establish a precise plan so that the total target area will be covered. The plan should include and accomplish the goal of informing the potential adult student as to what the program consists of, and where to go to enroll in a class.

d. The next step would be selection of the outlets to distribute the leaflets. This would be the responsibility of the recruiter, but the director or supervisor should take an active part if he feels his influence would open some doors that have been closed to the recruiters.

e. Once the areas have been determined and the outlets contacted, the program can be initiated in full swing. The director or supervisor of the local program should keep in periodic contact with his recruiter so that he can keep up with the overall flow of progress. One should not be embarrassed to initiate changes in mid-stream if these are necessary and one should always keep in mind that no matter how concentrated past recruiting programs have been, there is still a large portion of the population that is totally uninformed as to what adult education is all about.

2. Telephone recruiter

a. A second method that has proved very effective is the use of the recruiter to call prospective students. Here, perhaps, more than the recruiter who distributes

leaflets and posters, the recruiter must be knowledgeable of the program since he will have much more person-to-person contact with the students than the other recruiters.

b. Telephone numbers may be compiled or gathered from the school Census Department, dropout rolls from your Adult Education classes, and calls to G.E.D. graduates to have them build a prospective list of students.

c. It is felt that this method is similar to the door-to-door method, but the phone method would be more effective in a large parish than a door-to-door, because of the time spent in contact.

D. Evaluation

1. All Adult Education personnel, teachers, paraprofessionals and recruiters will be able to give the requirements for a G.E.D. recommendation and requirements for entrance in adult classes.

2. Every recruiter will be able to outline procedures as set forth by the State Department of Education in Bulletin No. 1256.

3. All students will be asked at registration and orientation how they learned about the Adult Education program.

4. Each recruiter will submit a recruiting report each month to the Supervisor of Adult Education to discuss the progress of the recruiting program.

5. The local Adult Education Program will justify the use of recruitment personnel by an indication of significant increase in the number or percentage of eligible adults enrolled and/or retained as compared to previous enrollment.

III. RECRUITMENT OF ADULTS IN LOW INCOME AREAS

Mr. George Bertrand - Mr. Steward Collins - Mr. Aaron Flegeance

A. Specific Objectives - Local

1. Adult education personnel will be cognizant of character of an effective recruiter and utilize the most favorable techniques in selection of these recruiters.
2. Adult education personnel will recognize <u>why</u> recruiting should be conducted in low income areas.
3. Adult education personnel will indicate <u>where</u> to recruit.
4. Adult education personnel will indicate <u>when</u> to recruit.
5. Adult education personnel will indicate <u>how</u> recruiting should be conducted in low income areas.

B. Selecting Recruiters

The principal element in any recruiting program is the recruiter. It should therefore be a critical consideration from the very outset that intensive evaluation and screening be exercised in the selection of persons to be employed as recruiters.

It is assumed that a large proportion of adult education recruiters will also be teachers of adults. This fact should not preclude careful selection of recruiters, since the ability to recruit should be assessed as one of the prime elements in teacher qualification and subsequent employment.

Heretofore, long lists of words have been used to describe an ideal recruiter of adults. These lists appear to

be a stereotyped version of the ideal leader and have been revised so often as to have created a monotonous effect upon the reader. Perhaps a different approach to this critical area might serve to revive interest in and create motivational activities toward the establishment of valid criteria for selection of adult education recruiters.

A personal interview of the prospective recruiter or teacher-recruiter is, of course, imperative. (The interviewer must also have assembled as much information about the prospect as possible prior to the interview.)

It might be a good idea to have prepared check points to be used in the interview. Should such a list be utilized, the person being interviewed should not be aware of it since this could serve to create a strained and artificial atmosphere.

Various methods and techniques can be used in the interview, depending upon the personality and background of the interviewer.

The probe and exploit method is often used. The prospect is first made to feel at ease by congenial "small talk" accompanied by a relaxed friendly attitude. A sincere compliment or two can do much toward establishing an amiable communication.

A liberal allowance for "get acquainted" time should be scheduled. Should good communication fail to develop, it is highly possible that the prospect is not the person for the job. This determination will undoubtedly develop as the

interview progresses.

The probe should normally follow the opening exchanges and should be conducted in the same casual vein. This stage consists of leading questions, such as:

Miss Smith (or Jane, if you have reached that stage), what are your hobbies? If her hobbies consist of activities associated with other people, this is a mark in her favor--the more highly social the hobbies, the better the possibility that Jane Smith likes people. If her hobbies are limited to sewing, reading, and painting, it is possible that she doesn't particularly like social association.

Exploitation of the probe question should normally follow by drawing the prospect into a conversation about her hobbies. This is not usually very difficult to accomplish and can reveal very much about Jane Smith, such as:

Is she lazy or energetic?

Is she sincere?

Is she persistent?

Is she a leader?

Is she patient?

Does she love people?

Is she dedicated?

Is she conservative or liberal?

Is she creative?

Can she become highly motivated?

Is she self-centered?

Can she "sell" you on her hobby?

It is probable that several probe questions and subsequent exploitations will be necessary before a fairly complete picture of the prospect is attained. The interviewer should constantly keep in mind, however, that the success or failure of the recruiting program will depend directly upon the selection of recruiting personnel and that interview time is never a waste until the goal of a definite determination has been attained.

Let us attempt to relegate to the past tense the practice of employment of adult education personnel for such solitary reasons as financial need, personal friendship, politics, availability, ability to teach children, sympathy, or any other kind of favoritism.

Once we have determined that the prospect is generally acceptable for adult education recruitment or teaching, we must further screen for a particular kind of individual suited for work among low income categories.

What special attributes are required for this specialized area?

Perhaps the most important characteristic here is attitude toward the people with whom the prospect will be working. Attitude is either a result of understanding or misunderstanding of low income persons, so we might observe that attitude and knowing the type of people with whom the prospect will be working are to be used as synonymous terms.

What, then, should be a "proper" attitude for prospective low income recruiters? This, of course, will depend largely

upon the composition of the target population. Certain general attitudes are applicable to all such groups, however, and might include such items as:

1. Lack of prejudice (or as free of prejudice as required, since no one is ever entirely free of prejudice). This lack of prejudice should include such areas as religion, ethnic differences, cultural differences, speech, mannerisms, morals, dress, personal grooming, political differences, intelligence (or lack of intelligence), previous conditions, such as ex-cons, prostitutes, etc., occupational situation, housing conditions, and other areas.
2. Willingness to take a student where he is and to give him what he needs and wants in the way of education.
3. A belief that all educable persons can be taught something that will be of use to them.
4. Sympathy with the learner as a result of a genuine desire to want to help this person. (Dedication to this cause.)
5. Desire for or understanding the needs, habits, attitudes, wants, desires, ambitions, and hopes of the individual in the target population.
6. A desire to work and to "walk that extra mile" when necessary.

It is again emphasized in conclusion that no recruiting program can be any better than the person who is doing the recruiting and that the selection of the right person for this position is probably the key to successful recruiting.

Classes may be conducted either during the day or at night, or both. Night classes are better for those men and women who work during the day. Adult daytime classes have been tried in several parishes and have been very successful. These daytime classes are ideal for housewives, unemployed persons, and younger people who have dropped out of high school and wish to continue their education.

The day of the week and time for starting class should be in accordance with the wishes of the majority insofar as possible.

C. Why Recruit?

1. Low income and low education are usually synonymous.
2. More education is the most effective means of raising socio-economic level.
3. Statistics have proven that when parents enter adult education classes, it tends to motivate their children to continue their education.
4. Adult education can serve to break the chain of poverty regeneration.

D. Where to Recruit

1. Low cost housing projects
2. City ghetto areas
3. Neighborhood of low skilled and unskilled laborers
4. Plantations
5. Any urban or rural area with a concentration of low income adults

E. When to Recruit

1. Plan during summer
2. Best results--late summer and early fall months
3. First part of the year and early spring
4. Day or night at convenience of the adult students

F. How to Recruit

1. Use of carefully selected trained recruiters (teachers or paraprofessionals)
2. Advertise in
   a. Radio, TV--news media
   b. Posters and handbills
   c. Announcements by ministers
3. Door-to-door contacts
4. Use of various public and civic organizations
5. Use of organizations within the target area
   a. Mother's Club in housing projects
   b. Parents' Club
6. Use of volunteers
7. Use of students who are already enrolled and graduates from target area
8. Circulars sent home by day school children
9. Use of visiting teacher's, guidance counselor's and principal's files as reference
10. Social functions designed for recruitment purposes

11. Locate and use indigenous community leaders
12. Use of manager and other personnel of housing projects
13. Assistance of teachers who are not in adult education program

IV. EFFECTIVE USE OF STATE, FEDERAL, CITY AND PRIVATE AGENCIES IN THE RECRUITMENT OF ADULTS FOR ADULT EDUCATION PROGRAMS

Mr. Robert Arceneaux - Mr. E. C. Fuller

A. Specific Objectives

1. The supervisor will identify and contact federal, state, city, parish, and private agencies located in the parish.
2. The administrators of these agencies will be made aware of the programs available to illiterate and undereducated adults through personal contact and by visitation to the adult classes or learning centers.
3. The supervisor working with the agency administrators and staff will initiate an incentive program for adults participating in the program.
4. The supervisor will maintain continuous communication through reports and memorandums, with agency administrators and staff members which will include academic progress, attendance and attitude.

B. Specific Activities

1. Contact the chamber of commerce or governing body to aid in locating federal, state, city and private agencies.
2. Meet with administrators of various agencies to discuss types of basic educational progress available to employees. (See Attachment B, p. 31.)

3. Discuss with administrator and his staff the possible advantages to be gained by raising the educational level of illiterate or functional illiterate employees.
   a. Job placement
   b. Personal satisfaction
4. Establish a workable incentive program for participants.
   a. Monetary
   b. Release time or matching time
   c. Recognize individual progress by agency administrators and staff
      (1) certificates
      (2) diploma presented at staff or council meetings
      (3) news release
5. Once established, the program should continue under the guidance of the agency.
   a. Interagency surveys, and all other communications should come from agency staff.
6. Conduct survey by administrative staff to determine eligible participants.
   a. Surveys should include additional information such as class meeting site, preferable hours of attendance, and days of the week in which classes are to be held, and also other information needed by LEA.
7. Establish a reporting system between Adult Education Section and participating agency.

a. Hours of attendance

b. Adult student progress

c. Attitude

V. RECRUITMENT OF ILLITERATE ADULTS THROUGH THE USE OF VOLUNTEERS, CIVIC ORGANIZATIONS, TEACHER CORPS, ETC.

Mr. Clay Brock - Mr. Joseph Cornelius

A. Specific Objectives

1. To utilize all existing and available local organizations in the total adult education recruiting endeavors.
2. To discover those organizations demonstrating the greatest rapport with the target population in the local recruiting area.
3. Local civic organizations will become informed of purposes, goals and operations of Adult Education programs.

B. Activities

The following avenues are available for effective use of local organizations in recruiting of adult students and to discover those organizations demonstrating the greatest rapport with the target population:

1. Personal contact in the community

Personal contacts are a very effective instrument of promotion. The Adult Education Director, Supervisor, Community School Director, Adult Learning Center Specialists and all staff members are encouraged to seek out and schedule speaking engagements and schedule meetings with organizations as a conscious promotional strategy.

2. Enlisting the support of participants

Word-of-mouth advertising by enthusiastic people who have participated in the Adult Education Program is a most effective instrument of promotion. Many of our students will indicate when asked, "How did you learn about this program?", many students will answer, "Through a friend."

3. Local religious groups

Such groups may provide teacher aides, operate nurseries, provide classrooms, or other forms of assistance. Local churches, particularly their women's auxiliaries, are often looking for worthwhile community projects and will usually be anxious to help the Adult Education Program if they are made aware of the needs. Ministers may be asked to talk with their church members about encouraging functional illiterates or those who cannot read or write to attend class.

4. The Red Cross and Salvation Army

These groups can extend emergency help to students who need food, clothing, shelter, or other essentials because of a natural disaster or some form of personal catastrophe. These agencies can also provide information and encouragement about the advantages of attending Adult Education classes.

5. Civic groups and clubs

These groups are anxious to begin community improvement projects and will welcome the chance to

assist Adult Education programs. For example, Lions Clubs have not only helped in the recruitment of adult students, but have provided eye care and glasses for many indigent people.

6. The League of Women Voters

This organization will provide information about voter registration, candidates and issues in elections, community agencies, and other facts about citizenship. While each local league has its own projects, citizenship education of the deprived is an overall interest of all their groups. The local league might undertake a special project to help recruit adult education students or they could provide literature (such as political and educational) about all aspects of the community's political and educational life to help students understand how they can become participating voting citizens.

7. The Business Community

Organize a Business Leaders' Luncheon and select the top business leaders. Invite these leaders and inform them of your plans and programs. Lace throughout the one-hour program specific references to contributions made to community progress by the firms and individuals present. Have several "presenters" carry the program and indicate "how" and "why" these leaders' assistance would be most helpful and greatly appreciated. Perhaps a local firm or chamber of commerce will finance the venture. A good meal, pleasant company and individual praise will set

the perfect scene for a sincere request for help.

8. Presentation to civic organization (See Attachment C, p. 32).

Distribute handouts of information about the Adult Education Program in your parish.

a. Handouts should include information such as:

(1) number or percentage of illiterates in the parish

(2) number or percentage of adults in the parish who have not completed high school

(3) number or percentage of adults in the parish who are unemployed

(4) number or percentage of adults in the parish who are on welfare

(5) number or percentage of adults who are on welfare or unemployed who do not have a high school diploma

(6) how many public school students drop out of the parish program each year

(7) objectives of the Adult Education Program

(8) the requirements for enrolling in the Adult Education Program

(9) characteristics of adults enrolled in the Adult Education Program

(10) subjects taught in the program

(11) administrative facts

(12) type of facilities

(13) location of the evening or day classes

(14) where the classes are being conducted.[1]

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[1]These suggestions (1-14) were derived from a module developed by the Florida State Department of Education: Recruiting Adult Education Students, 1973.

SUMMARY

The principal element in any recruiting program is the recruiter. It should, therefore, be a critical consideration from the very outset that intensive evaluation and screening be exercised in the selection of persons to be employed as recruiters.

Any method devised for the use of a recruiter should be done with this thought in mind--to get the most coverage in terms of numbers and effectiveness for the dollars spent.

Recruitment of adult education students should not be restricted to any single area. The recruitment of adults should be extended to employment sites, also. For there are large numbers of adults employed by federal, state, city, parish, and private agencies who cannot advance on the job because of educational deficiencies. Many administrators of these agencies have indicated that if employees were to raise their educational level, many would become more efficient, resulting in increased productivity.

Additionally, there are many groups that have had years of experience working with disadvantaged individuals that can give assistance to the Adult Education Program. However, finding these helpful persons and involving them in the Adult Education Program is, in most cases, the job of the teacher, on his own or through administrative channels. He must make his needs known and must convince local organizations that their assistance is both necessary and welcome.

ATTACHMENT A

_____ PARISH ADULT EDUCATION RECRUITMENT WORKSHOP

_____ 19 ____

Purpose: To meet with adult education teachers, supervisors, community leaders and other public service agency personnel in an effort to create greater awareness of the importance of adult education in the community and develop effective methods of setting up a recruitment program in the parish.

I. Meeting Time and Place:

A. Make a list of individuals to be present:

1. Local Adult Education Administrators
2. State Department Personnel
3. Teachers of Adults
4. Other interested persons from ministerial, lay, industrial, civic groups, etc.

B. Rules of Procedures for Recruitment:

Establish a broad spectrum of individuals in the community to help in recruiting adult students for the Adult Education Program.

1. A fundamental requirement of all adult education programs is that adult administrators have access to the advice of a broad spectrum of individuals in the community who can assist in the recruitment of adult students, and the involvement of community resources in the Adult Education Program. Individuals who might become involved in recruitment of adult students may be selected from the following groups:

Recruitment Workshop cont'd.

Community Action Program

County and Municipal Authorities, including law enforcement and Welfare. Make a special effort to obtain some representation from these groups.

Student representatives from adult education classes

Ethnic, fraternal, and religious groups

Health department

Local businesses

Local Labor Organizations

Local School Board

Local District Administrators (War Representatives)

Men and Women's Organizations such as Eastern Star, League of Women Voters, Women's Civic Clubs, Auxiliaries, Mason Lodge, Elk's Clubs

Ministerial Associations. This is one of the most potential sources of recruitment. If you cannot get the minister himself to attend, ask him to send one of his best deacons or deaconesses to the workshop.

P.T.A. (Get the Chairman if possible.)

Professional Organizations

Public Libraries

Vocational Education

Welfare Department

However, participants are determined by the size of your community, the policy and administration of local agencies, and availability of interested representatives. Send a congenial letter of help to each of these groups and explain that if the head of the agency or group

Recruitment Workshop Cont'd.

will not be able to attend, it would be appreciated if a representative of that agency or group would be sent to the designated meeting.

The above groups are only a few listed that may be contacted. However, do not overlook any other potential individual in your community. A representative from some popular social bar or club, the barbers and beauticians in the community or surrounding area should be represented also.

In approaching individuals who are prospective sources for recruitment of adult students, you may use your own discretion, which may prove best. However, the supervisor should ask the following questions to himself:

How can this individual support the Adult Education Program?

Is this individual interested in the welfare of the adult student as well as the adult education needs of the individual and the community?

Will the prospective individual attend meetings or cooperate with other representatives?

2. Prior to this local recruitment workshop, it will be well to keep the following points in mind:

   a. Possible role of the participants

      The role of the participants should be clearly defined. This role is in the nature of the recruitment of adult education students. The local school district is responsible for administering and directing the Adult Education Program.

Recruitment Workshop Cont'd.

b. Preparing for the meeting

Have information available about your community such as the years of school completed for the adult population, employment data, median family income, a full description of the Adult Education Program already under way and/or any other information of the economic factors related to the adult population that you may have available.

c. Meeting agenda

The meeting agenda should be an idea-sharing session, rather than tied to a strict agenda. Have a secretary available, or some person in the capacity of a recorder, to take noted ideas to be formulated into a recruitment plan of action. You are to generate participants' ideas. As the meeting moves along, interest and abilities of participants will be revealed and potential recruiters and strategies to be developed will be indicated.

The meeting may begin with introductory remarks from the head of the local Adult Education Program as to the purpose of the meeting, and his gratitude for the participants' responding to the request to attend the meeting, etc.

Discuss how the Adult Education Program is related to the basic needs of adults, business, industry, etc., in the community. At this time a thorough exploration

Recruitment Workshop Cont'd.

of the advantages that are available for the undereducated adults by way of the Adult Education Program may also be presented. Also solicit the help of participants in the recruitment plan and outline methods which will involve them in the recruitment of adult education students: house-to-house, referral, etc.

Keep in mind, the purpose of the workshop is to develop effective methods of setting up a recruitment and retention program in the parish.

Minutes of the meeting may be recorded in order to distribute to all participants in attendance. Minutes may be no more than important points discussed and a list of those persons attending.

Before the meeting ends, participants are to be provided with information that will illustrate that this initial workshop is the beginning of a continuous effort to involve them as leaders in the recruitment of adult education students for the Adult Education Program in the parish.

d. Frequency of workshops

The number of workshops conducted may be at the discretion of the adult education administrator. However, workshops should be held often enough to

Recruitment Workshop Cont'd.

keep participants current on adult education activities, new materials, community response, etc., a periodic report of the progress of the Adult Education Program in the community, special adult education activities, and the increase of enrollment of adults in the program should be sent to participants by mail twice a year.

e. Specific areas in which the participants can be of assistance

Recruiting students

Recruiting volunteers

Interpreting adult education to the community

Providing or collecting data about why, when, where and how to recruit in potential areas

Coordination of recruitment with public and private agencies

Placement of students on jobs or job training

Prepared by: Mrs. Marie A. Meno, Supervisor, State Department of Education (Revised, 1974).

ATTACHMENT B

LAFAYETTE PARISH

(SAMPLE)

AGENCIES INVOLVED:

Vocational Rehabilitation (Mental Health)

Sheriff's Department (Parish Jail)

City Employees

Lourdes Hospital

Department of Employment Security

Veterans' Administration

I. GAIN SUPPORT OF THE MAYOR (Administrators)

A. Meet with staff members

B. Establish it as their program

C. Survey personnel

D. Work up in-service program

E. Use publicity - especially when goal is attained - example: presenting diploma at city council meeting

F. Publicize promotion gained because of educational upgrading

II. MEETING PLACE

A. Determine through survey suggesting place of meetings (Some workers, especially laborers, would usually like to get away from the work place.)

B. Continuous communication should be maintained between instructor and supervisor concerning employee's attendance and progress.

ADDRESS TO _____ CIVIC CLUB

_____, LOUISIANA

_____, 19__

BY _____

I AM TO DISCUSS WITH YOU A VERY POPULAR SUBJECT -- THAT OF ADULT EDUCATION.

THERE ARE SEVERAL REASONS FOR THIS SUBJECT TO BE A POPULAR ONE. THE MAJOR ONE, AS I SEE IT, IS BECAUSE THE LARGEST SEGMENT OF OUR ADULT POPULATION 25 YEARS AND OVER HAS LESS THAN A HIGH SCHOOL EDUCATION. IN LOUISIANA, 57.8% (1,046,551) ADULTS HAVE LESS THAN A HIGH SCHOOL EDUCATION. GUESS WHAT IT IS IN _____ PARISH. ____% OR _____ ADULTS 25 YEARS AND OLDER.

DO YOU KNOW THAT THERE ARE MORE ADULTS WITHOUT A HIGH SCHOOL EDUCATION THAN THERE ARE CHILDREN ENROLLED IN ALL SCHOOLS FROM THE 1ST TO THE 12TH GRADES?

PARISH RESULTS OF THE PROGRAM

FORTUNATELY, YOUR PARISH SUPERINTENDENT OF PUBLIC SCHOOLS, AND THE SCHOOL BOARD HAVE CONDUCTED, ON A VOLUNTARY BASIS, AN ADULT EDUCATION PROGRAM IN THIS PARISH IN COOPERATION WITH THE STATE DEPARTMENT OF EDUCATION TO PROVIDE THE ADULT POPULATION WITH THE OPPORTUNITY OF DEVELOPING ITS HUMAN INTELLECTUAL RESOURCES.

I SAID THAT THEY HAVE DONE THIS VOLUNTARILY BECAUSE THEY ARE NOT LEGALLY COMPELLED TO AFFORD SUCH EDUCATIONAL OPPORTUNITIES TO THE ADULTS. BUT, NO DOUBT, THEY FEEL IT IS A PROFESSIONAL AND PUBLIC SERVICE RESPONSIBILITY AND ARE DOING SOMETHING ABOUT IT.

THIS PROGRAM WAS BEGUN IN _____ PARISH _____ YEARS AGO. SINCE THAT TIME OVER _____ HAVE ENROLLED IN THE CLASSES. NEARLY _____ HAVE COMPLETED HIGH SCHOOL WITH A SECOND CHANCE THROUGH THE ADULT PROGRAM. MANY OF THESE ARE IN COLLEGE AND VOCATIONAL SCHOOLS.

(NOTE: At this point, local examples will be cited as to some who went to college or gained employment, etc.)

STATE RESULTS OF THE PROGRAM

THE ECONOMIC WELFARE AND SOCIAL STANDING OF AN INDIVIDUAL, A FAMILY, A COMMUNITY, A PARISH, A STATE, OR NATION IS IN DIRECT PROPORTION TO THE EDUCATIONAL LEVELS OF ITS POPULATION. THIS MEASURE IS MORE PRONOUNCED TODAY THAN IT WAS 30 YEARS AGO.

THIS PAST YEAR 31,382 ADULTS ENROLLED IN THE PROGRAM OVER THE STATE IN ALL PARISHES. THIS MEANS THAT APPROXIMATELY 2,000 CLASSROOMS WERE ADDED TO THE PUBLIC SCHOOL SYSTEM WITHOUT LAYING A SINGLE BRICK OR BUYING A SINGLE DESK OR CHAIR. THE ALREADY ESTABLISHED SCHOOL FACILITIES ARE USED AT NIGHT AND SOME DURING THE DAYTIME. THAT MAKES SENSE. SINCE INCREASED EDUCATION TO ADULTS MAKES DOLLARS __ THE PROGRAM OF ADULT EDUCATION MAKES "DOLLARS AND SENSE!!"

IN ADDITION TO THE 7,885 WHO COMPLETED THE HIGH SCHOOL EDUCATION REQUIREMENTS TO TAKE THE GED TEST IN THIS PROGRAM LAST YEAR, ADULTS ENROLLED IN THE PROGRAM UPGRADED THEMSELVES AN AVERAGE OF ALMOST TWO GRADES PER PERSON. THEY ARE ALLOWED TO PROGRESS AS FAST AS THEY CAN LEARN. THE AVERAGE COST PER STUDENT ENROLLED IN THE PROGRAM IN 19___ WAS $_____.

PARISH AND LOCAL BENEFITS

ACCORDING TO THE 1960 U.S. CENSUS, A PERSON WITH LESS THAN A HIGH SCHOOL EDUCATION, ON AN AVERAGE, HAS AN INCREASED EARNING CAPACITY OF $1.02 PER DAY PER ACADEMIC GRADE ELEVATED.

EARLIER I SAID THAT_____ADULTS IN THIS PARISH DO NOT HAVE A HIGH SCHOOL EDUCATION. DID YOU KNOW THAT HALF OF THESE ADULTS ARE LESS THAN 45 YEARS OF AGE? THEREFORE,_____HAVE AN AVERAGE OF 33 YEARS OF PRODUCTIVE SERVICE AHEAD OF THEM BEFORE REACHING RETIRING AGE. A RECENT SURVEY IN LOUISIANA SHOWS THAT BY INCREASING THE EDUCATION OF THESE_____ADULTS THROUGH HIGH SCHOOL WOULD MEAN, ON AN AVERAGE, AN INCREASED INCOME OF $708.00 PER YEAR PER PERSON. GENTLEMEN, DO YOU KNOW WHAT THAT WOULD MEAN PARISHWIDE? _____X $708.00 = _____MILLION DOLLARS (_____) INCREASED INCOME PER YEAR. THIS WILL BE REPEATED YEAR AFTER YEAR FOR 33 YEARS BECAUSE THE AVERAGE ENROLLEE IS 32 YEARS OF AGE.

EACH OF YOU WILL GET YOUR SHARE OF THE ADDITIONAL MONEY THESE ADULTS HAVE TO SPEND. THIS MAY BE THE BEGINNING OF THEIR USE OF THE BANKING FACILITIES; THE BUILDING AND LOANS BUSINESS IS INCREASED BECAUSE THE SURVEY FURTHER SHOWS THAT 19.2% PURCHASED HOMES SINCE THEY GRADUATED. OTHER ECONOMIC AND SOCIAL IMPROVEMENTS ARE:

(1) 18.6% - OBTAINED EMPLOYMENT.

(2) 22.1% - EARNED PROMOTIONS IN EMPLOYMENT.

(3) 15.8% - ENROLLED IN COLLEGE

(4) 13.6% - ENROLLED IN VOCATIONAL SCHOOLS.

(5) 21.8% - EXERCISED CITIZENSHIP RESPONSIBILITIES.

(6) 17.2% - ADDED TELEPHONES.

(7) 4.1% - ADDED ELECTRICITY.

(8) 4/7% - ADDED NATURAL OR BUTANE GAS.

(9) 6.0% - ADDED RUNNING WATER.

(10) 16.4% - ADDED AIR CONDITIONING.

(11) 7.3% - ADDED SANITARY BATHROOM FACILITIES.

(12) 13.6% - PURCHASED NEWSPAPERS.

(13) 7.8% - PURCHASED RADIOS.

(14) 14.5% - PURCHASED TV SETS.

(15) 27.8% - PURCHASED MAGAZINES.

OF COURSE, LAWYERS, DOCTORS, CHURCHES AND OTHERS WOULD GET THEIR SHARE AS WELL AS THE CONTRACTORS, TELEPHONE COMPANY, UTILITY COMPANIES, APPLIANCE BUSINESSES, PLUMBERS, GROCERS, DEPARTMENT STORES, MANY OTHER FIRMS, NEWSPAPERS, ETC.

THE INCREASED INCOME OF ADULTS BEGINS AT ONCE; THEREFORE, THE INCREASED SPENDING ALSO OCCURS IMMEDIATELY.

STATE CASH BENEFITS

THE 1974 ADULT EDUCATION PROGRAM IN LOUISIANA WILL BRING TO THE STATE TREASURY DURING THE NEXT 33 YEARS AT LEAST $40.00 PROFIT FOR EVERY DOLLAR INVESTED BY THE STATE IN THE PROGRAM. THIS IS BASED UPON THE INCREASED EDUCATION OF THE ADULT WHICH RESULTS IN INCREASED EARNINGS TO WHICH THE 3% SALES TAX IS APPLIED. REMEMBER -- THIS IS AN INVESTMENT IN BRAIN POWER THAT CAN GROW AND APPRECIATE AS COMPARED TO CONSUMABLE MATERIALS -- BUILDINGS, IMPLEMENTS, AUTOMOBILES, ETC., ALL OF WHICH DEPRECIATE AND ARE SHORT-LIVED. INVESTMENT IN EDUCATION IS A PERMANENT ONE. THIS PROFIT TO THE STATE TREASURY IS BASED UPON THE 3% SALES TAX WHICH IS APPLICABLE TO THE INCREASED EARNINGS BECAUSE OF MORE EDUCATION WHETHER ONE BUYS A LOAF OF BREAD OR A CADILLAC.

THERE ARE OTHER INTANGIBLE BENEFITS OF EDUCATION TOO NUMEROUS TO LIST HERE.

THE JOBS REQUIRING NO EDUCATION ARE DIMINISHING. WHEREAS, THE JOBS REQUIRING MORE EDUCATION ARE ON THE INCREASE. THIS IS TRUE ON THE FARM AS WELL AS IN BUSINESS AND INDUSTRY.

YOU AS EMPLOYERS SHOULD KNOW THAT ALTHOUGH ON A LIMITED BASIS, EDUCATIONAL OPPORTUNITIES ARE AVAILABLE IN LOUISIANA FOR ADULTS FROM THE 1ST THROUGH THE 12TH GRADES AND THEY CAN ENROLL AT ANY TIME BECAUSE THEY ARE TAUGHT INDIVIDUALLY AND CANNOT GET AHEAD OR BEHIND THE CLASS WORK.

THROUGH THE ADULT EDUCATION PROGRAM WE CAN INFLUENCE THE TEENAGERS TO REMAIN IN SCHOOL THEREBY PREVENTING THE SERIOUS PROBLEM OF DROPOUTS FROM THE REGULAR DAY SCHOOLS.

IT IS PREDICTED THAT ON AN AVERAGE A TEENAGER DROPPING OUT OF SCHOOL NOW WILL BE ON WELFARE AT THE AGE OF 35 IF HE DOES NOT RE-ENTER IN EDUCATION OR TRAINING. IT IS CHEAPER TO EDUCATE OUR PEOPLE THAN IT IS TO CARRY THEM AS PUBLIC DEPENDENTS.

YOUR INFLUENCE AS TAXPAYERS IS NEEDED TO OBTAIN THE ADEQUATE FUNDS FOR THIS INDISPENSABLE ADULT EDUCATION PROGRAM, ONE THAT HAS PROVEN ITS EFFECTS ON LOUISIANA'S ECONOMIC AND SOCIAL STANDINGS DURING THE PAST DECADE:

Prepared by: Mr. C. C. Couvillion, Consultant, Adult Education,
State Department of Education (Revised) 1974.

REGISTRATION FOR ADULT EDUCATION CLASS

Anyone interested in completing their high school education, improving their reading skills or learning English as a Second Language may do so by attending either day classes or night classes with the Adult Education Division of the Jefferson Parish School System. If you are interested you may register by calling 362-4729 or by filling out the application below and mailing it to Adult Education Department, Jefferson Parish School Board, 519 Huey P. Long Avenue, Gretna, Louisiana 70053.

The following is a list of the centers. You may list your preference in the blank below.

Adult Centers
East Bank

Airline Park Elementary	6201 Camphor St., Metairie
Bunche Village Middle	8101 Simon St., Metairie
Deckbar Elementary	2012 Jefferson Hwy., New Orleans 21
John Martyn Middle	1108 Shrewsbury Rd., New Orleans 21
Washington Elementary	606 Clay Street, Kenner
Granville T. Woods Elementary	1037 31st Street, Kenner

APPLICATION

Name_____

Address_____

Age_____ Telephone Number_____

School Preferred_____

(Circle One)

Day Class

Night Class

Prepared by: Mr. Jimmie Ellis, Supervisor of Jefferson Parish Adult Education Program, 1973.

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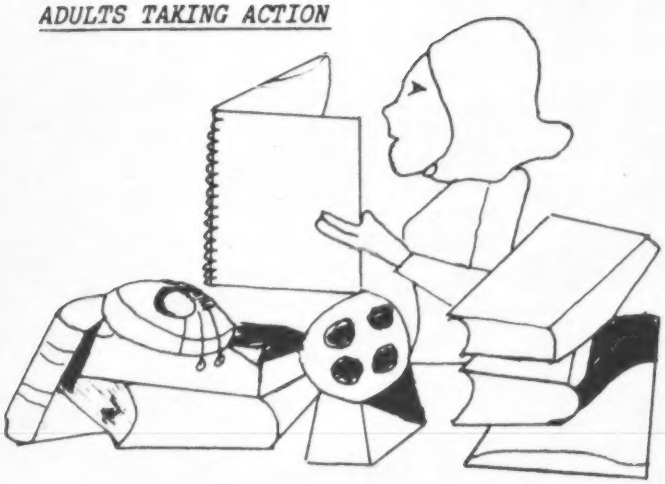
ATTACHMENT D

BEAUREGARD PARISH ADULT BASIC EDUCATION PROGRAM

DeRidder, Louisiana

ADULTS TAKING ACTION



LEARN MORE TO EARN MORE!

FRANK HENNIGAN, SUPERINTENDENT
ERVIN JOHNSON, SUPERVISOR

DEDICATION

It is with much inspiration and aspiration that we dedicate our pamphlet to all adults for the betterment of the three R's.

ABE OBJECTIVES

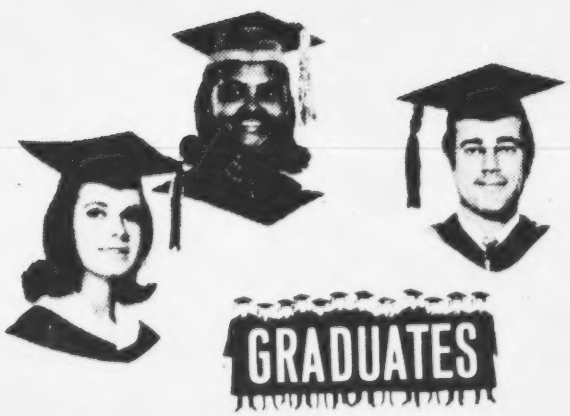
1. *To raise the adult standard of living.*
2. *To promote the welfare of adults in the home, school, church and community.*
3. *To secure adequate development for the care and protection of children.*
4. *To increase the quota of high school graduates by taking the GED Test, through the enrollment of adult classes.*
5. *To bring into closer relation the home and the school that parents and teachers may cooperate in the training of the child.*

Every enrollee in Adult Education classes takes a standard achievement test to determine his or her level of work needed. Each adult class teaches to each person only what that person needs to pass the GED test and get the high school diploma.

A student has to score 13.0 or better on all parts of the achievement test with no part scoring under 12.0 to be able to apply to take the GED test.

If a student scores 13.0, he then goes to McNeese State University where he takes the GED test. He must score an average of 35 on each part with no part scoring under 35 to pass the GED.

Upon passing the GED, a student is awarded a diploma from the high school of his choice.



ADULT BASIC EDUCATION PROGRAM

THE SCHEDULE BELOW TELLS YOU WHEN, WHERE, AND WHAT TIME CLASSES ARE HELD:

CARVER ELEMENTARY SCHOOL
MERRYVILLE BCAA CENTER
THIRD STREET SCHOOL CAMPUS

Monday and Tuesday - 6:00 - 9:00 P. M.

EAST SIDE UPPER ELEMENTARY SCHOOL

Wednesday and Thursday - 6:00 - 9:00 P. M.

MINI-LEARNING CENTER - THIRD STREET CAMPUS

Monday-Tuesday - 9:00 A. M. - 12:00 Noon

NOTE: CLASSES ARE HELD FOUR (4) NIGHTS ALTERNATELY AT DIFFERENT SCHOOLS

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FACULTY AND STAFF

L. V. Blount, Supervisor
B. D. Crain, Supervisor

Lenoah Bettis
Mrs. Henri L. Bryant
Mrs. June Ervin
Jerry Green
Mrs. Urseline Harris
Mrs. Bertha Henderson
Rube M. Johnson
Mrs. Doretha Norman
L. V. Scott
Miss Elizabeth Seymore
Mrs. Ann Stewart

Roy Fisher
Ernest Coker

APPLICATION FOR ADULT EDUCATION CLASSES

The Adult Education Program of the Jefferson Parish School System will offer Adult Day Classes this summer. Anyone interested in attending day classes now or evening classes in September can register by filling out the application below and returning it to the Jefferson Parish School Board, Adult Education Department, 519 Huey P. Long Avenue, Gretna, Louisiana 70053. For any further information call 362-4729.

APPLICATION

NAME _____

ADDRESS _____

PHONE NUMBER _____ GRADE COMPLETED _____

DAY CLASSES ( ) NIGHT CLASSES ( )

CHECK ONE

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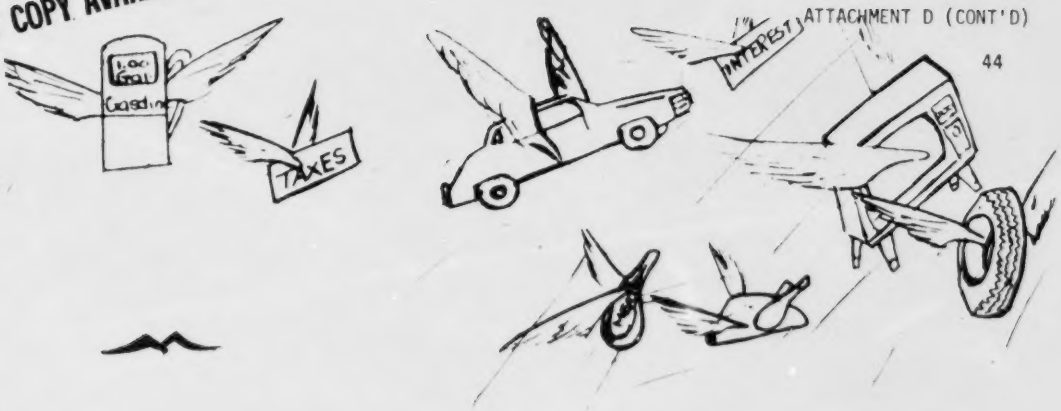

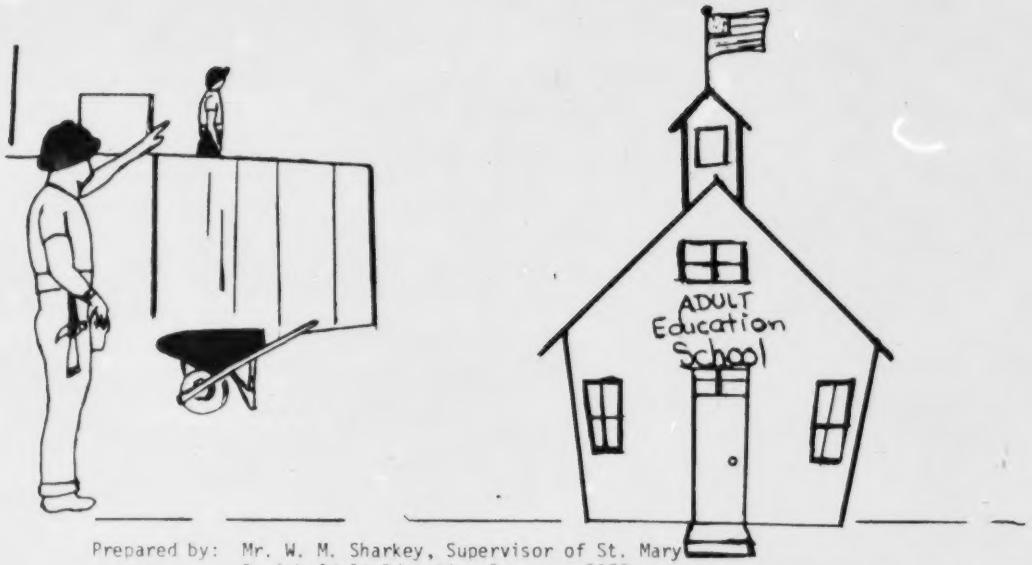

Prepared by: Mr. W. M. Sharkey, Supervisor of St. Mary Parish Adult Education Program, 1973.

THE ONLY THING THAT HASN'T GONE UP IS-

ADULT EDUCATION

FOR LESS THAN $10.00 YOU CAN GET A HIGH SCHOOL DIPLOMA OR LEARN TO READ AND WRITE.

Register At:	**When?**
Morgan City Jr. High School	**6:00 P.M. January 3, 1974 or**
Patterson High School	**6:00 P.M. January 8, 1974**
Franklin Senior High School	

90 Adult Education Students Received High School Diplomas In St. Mary Parish in 1973.

BEST COPY AVAILABLE ATTACHMENT E

LOUISIANA PARISHES BY YEARS OF EDUCATIONAL ATTAINMENT